

Kershaw Elementary

108 N. Rollins Dr.
Kershaw, S.C. 29067

Grades	K-5 Elementary School	
Enrollment	485 Students	
Principal	Mrs. Jennifer C. Etheridge	803-475-6655
Superintendent	Patricia K. Burns	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	50	33	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No

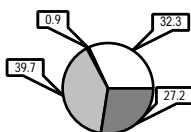
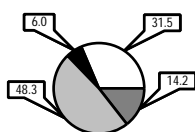
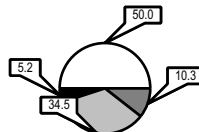
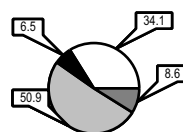
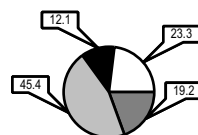
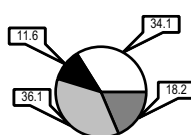
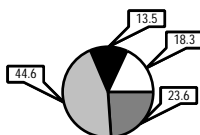
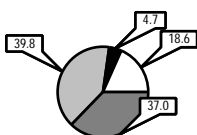
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	245	99.2	31.7	40.0	27.4	0.9	35.7	Yes	Yes
Gender									
Male	130	99.2	37.1	38.7	23.4	0.8	26.6		
Female	115	99.1	25.5	41.5	32.1	0.9	46.2		
Racial/Ethnic Group									
White	169	100.0	21.5	43.7	33.5	1.3	43.0	Yes	Yes
African American	72	97.2	53.6	31.9	14.5	0.0	18.8	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	100.0	22.9	43.2	32.8	1.0	41.7		
Disabled	43	95.4	76.3	23.7	0.0	0.0	5.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	245	99.2	31.7	40.0	27.4	0.9	35.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	245	99.2	31.7	40.0	27.4	0.9	35.7		
Socio-Economic Status									
Subsidized meals	130	99.2	42.9	40.3	16.8	0.0	26.1	No	Yes
Full-pay meals	114	99.1	19.8	39.6	38.7	1.8	45.9		

Mathematics – State Performance Objective = 36.7%									
All Students	245	99.6	31.2	48.5	14.3	6.1	37.2	Yes	Yes
Gender									
Male	130	100.0	36.8	42.4	14.4	6.4	40.8		
Female	115	99.1	24.5	55.7	14.2	5.7	33.0		
Racial/Ethnic Group									
White	169	100.0	22.8	51.9	17.7	7.6	46.8	Yes	Yes
African American	72	98.6	48.6	41.4	7.1	2.9	15.7	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	100.0	22.4	53.6	16.7	7.3	43.2		
Disabled	43	97.7	74.4	23.1	2.6	0.0	7.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	245	99.6	31.2	48.5	14.3	6.1	37.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	245	99.6	31.2	48.5	14.3	6.1	37.2		
Socio-Economic Status									
Subsidized meals	130	100.0	43.3	45.8	8.3	2.5	20.0	No	Yes
Full-pay meals	114	99.1	18.0	51.4	20.7	9.9	55.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	245	99.6	49.8	34.6	10.4	5.2	15.6
Gender							
Male	130	100.0	48.0	36.8	9.6	5.6	15.2
Female	115	99.1	51.9	32.1	11.3	4.7	16.0
Racial/Ethnic Group							
White	169	100.0	41.8	38.0	12.7	7.6	20.3
African American	72	98.6	67.1	27.1	5.7	0.0	5.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	41.1	40.6	12.0	6.3	18.2
Disabled	43	97.7	92.3	5.1	2.6	0.0	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	245	99.6	49.8	34.6	10.4	5.2	15.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	245	99.6	49.8	34.6	10.4	5.2	15.6
Socio-Economic Status							
Subsidized meals	130	100.0	61.7	29.2	5.8	3.3	9.2
Full-pay meals	114	99.1	36.9	40.5	15.3	7.2	22.5

Social Studies							
All Students	245	99.6	33.8	51.1	8.7	6.5	15.2
Gender							
Male	130	100.0	32.8	50.4	12.0	4.8	16.8
Female	115	99.1	34.9	51.9	4.7	8.5	13.2
Racial/Ethnic Group							
White	169	100.0	22.8	57.6	10.8	8.9	19.6
African American	72	98.6	57.1	37.1	4.3	1.4	5.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	27.1	55.7	9.4	7.8	17.2
Disabled	43	97.7	66.7	28.2	5.1	0.0	5.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	245	99.6	33.8	51.1	8.7	6.5	15.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	245	99.6	33.8	51.1	8.7	6.5	15.2
Socio-Economic Status							
Subsidized meals	130	100.0	46.7	46.7	4.2	2.5	6.7
Full-pay meals	114	99.1	19.8	55.9	13.5	10.8	24.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	96	100.0	37.9	30.5	28.4	3.2	31.6
	4	81	100.0	26.3	45.0	26.3	2.5	28.8
	5	91	100.0	35.6	41.4	23.0	N/A	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	71	100.0	22.4	29.9	47.8	0.0	47.8
	4	93	98.9	36.8	39.1	23.0	1.1	24.1
	5	81	98.8	34.2	50.0	14.5	1.3	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	96	100.0	41.1	51.6	5.3	2.1	7.4
	4	81	100.0	25.0	41.3	25.0	8.8	33.8
	5	91	100.0	42.5	33.3	20.7	3.4	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	71	100.0	22.4	56.7	17.9	3.0	20.9
	4	93	98.9	31.0	39.1	19.5	10.3	29.9
	5	81	100.0	39.0	51.9	5.2	3.9	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	71	100.0	41.8	46.3	10.4	1.5	11.9
	4	93	98.9	50.6	35.6	9.2	4.6	13.8
	5	81	100.0	55.8	23.4	11.7	9.1	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	71	100.0	37.3	52.2	6.0	4.5	10.4
	4	93	98.9	26.4	56.3	9.2	8.0	17.2
	5	81	100.0	39.0	44.2	10.4	6.5	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 485)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.0%	Down from 4.4%	3.0%	3.0%
Attendance rate	96.2%	Up from 96.0%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 2.6%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%	Down from 2.6%	3.2%	3.2%
Eligible for gifted and talented	8.9%	Down from 14.6%	14.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	No change	9.0%	8.2%
Older than usual for grade	0.6%	Up from 0.4%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	75.8%	Down from 78.8%	53.3%	52.6%
Continuing contract teachers	93.9%	Up from 90.9%	85.7%	83.3%
Highly qualified teachers	83.3%	Down from 95.7%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	94.0%	Down from 95.1%	88.3%	87.0%
Teacher attendance rate	95.1%	Up from 94.4%	95.1%	95.0%
Average teacher salary	\$45,788	Up 5.1%	\$41,906	\$41,703
Prof. development days/teacher	12.6 days	Down from 12.8 days	13.1 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 18.4 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 89.0%	89.8%	89.8%
Dollars spent per pupil*	\$6,054	Up 4.4%	\$6,063	\$6,242
Percent of expenditures for teacher salaries*	68.0%	Up from 67.4%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Expect to be impressed, our children are the best!" This school motto continues to resound in all that we aspire to achieve. A positive school experience for all students is the commitment of all stakeholders in our community. From School Improvement Council/PTO Family Nights for every grade level to free community computer classes and Wee Read materials for newborn members of the Kershaw Elementary family, we strive to be a resource within the Kershaw area for young and old alike!

The resources for learning are broad and varied in the utilization of Harcourt Mathematics and Everyday Mathematics programs, a Discovery cluster program using Core Knowledge Curriculum and Multiple Intelligences Theory, Fast ForWord, and SRA Corrective Reading for identified students. We proudly celebrated the induction of numerous new members into the National Jr. Beta Club who became active in leadership and service projects! All students enjoyed the eight week cultural instruction of Ms. Sahoko Nozaki, as they built on their past experiences with our previous interns from Nihon University in Japan. Staff development activities for teachers and assistants included sessions in cultural diversity, data-driven instruction, Core Knowledge, and hands-on mathematics to further enhance planning and evaluation of classroom strategies for our students.

Innovative learning experiences and technological opportunities are provided for all students through NCS Learn computer software for mathematics and language arts, standards-based field trips on all grade levels, media research, and manipulatives in both mathematics and science. Extended day and year enrichment has been provided through the Lancaster Youth Endowment Homework Center, 21st Century and Summer Smarts 2005. This year's after-school program included a focus on multiplication mastery, and many students worked hard to earn banana split incentives and calculators! AmeriCorps members, Teacher Cadets, and Service Learning students, along with parent and grandparent volunteers provide tutoring and mentoring for our students. Our schoolwide excitement for academics was fostered through periodic writing themes with enrichment activities such as a schoolwide movie trip to see "The Polar Express" in December and "Read From The Heart" activities during February. Communication was key as student-led conferencing, classroom phone chains, and e-mail was expanded.

Our Positive Action Character Education program and numerous service learning activities provide citizenship opportunities for our students and staff, and support the American Red Cross, St. Jude's Children's Research Hospital, March of Dimes, Pennies for Peace, and the Muscular Dystrophy Association. All students participated in musical and dramatic performances for family and friends during the year, such as the 5th grade production with The Baillie Players professional theatrical company. PTO contributions continued to support supplemental instructional materials, funded schoolwide activities, helped fund visiting artists, and supplied awards for Accelerated Reader throughout the year. The support and involvement of our Kershaw Elementary families and teachers as a team makes a difference in the lives of our children!

Jennifer C. Etheridge, Principal

Robert Thompson, School Improvement Council Chair 2004-2005

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	68	38
Percent satisfied with learning environment	100.0%	98.5%	86.8%
Percent satisfied with social and physical environment	97.1%	95.4%	83.3%
Percent satisfied with school-home relations	97.1%	92.2%	75.7%

*Only students at the highest elementary school grade level at this school and their parents were included.